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ABSTRACT

This guide is intended as a resource for school or school district leadership teams who desire to rethink the teacher evaluation process. Three chapters address the task of designing a teacher evaluation system that encourages self-reflection and continuous improvement, as well as the personal and professional growth of experienced teachers. The first chapter explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter 2 outlines the who, what, and how of formative evaluation. Chapter 3 examines the design steps involved in developing a formative evaluation system, describes some formative evaluation systems currently being piloted in the SouthEastern Regional Vision for Education (SERVE) region, and provides a sample planning worksheet. The guide includes: a model dual-purpose teacher evaluation system (formative in the first and second years, summative in the third year); and a matrix of evaluation methods by sources of feedback (in-class observation, videotape of teaching, student achievement results, journals, portfolios, questionnaires, and interviews. An annotated bibliography and 24 references complete the document. (LL)

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Improving Practice in Education

Designing Teacher Evaluation Systems that Support Professional Growth

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Designing Teacher Evaluation Systems that Support Professional Growth

Wendy McColskey and Paula Egelson
1993

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About the SERVE Laboratory

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the laboratory reflects a commitment to creating a shared vision for the future of education in the Southeast.

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students. Laboratory goals are to address critical issues in the region, work as a catalyst for positive change, serve as a broker of exemplary research and practice, and become an invaluable source of information for individuals working to promote systemic educational improvement.

SERVE has five offices in the region to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The laboratory's information office, is located in Tallahassee. SERVE-Line, SERVE's on-line computerized information system, is found in Atlanta.

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CHAPTER 1
The Purposes of Teacher Evaluation Systems

Imagine you are part of a school or district leadership team responsible for designing a teacher evaluation system that encourages self-reflection and continuous improvement. Your team might begin by asking how well your current teacher evaluation system contributes to the personal and professional growth of experienced teachers. This publication is for those teams who answer this question with a "Not very well." It is intended as a resource for school or district teacher evaluation design teams that desire to rethink the teacher evaluation process. Chapter I explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter II outlines the who, what, and how of formative evaluation. Chapter III examines the design steps involved in developing a formative evaluation system and describes some formative evaluation systems currently being piloted in the SERVE region.

What purposes do teacher evaluation systems serve?

Teacher evaluation often consists of a one-way communication from an administrator or other evaluator to the teacher on the adequacy of the teacher's performance following two or more observation periods. The observations result in administrator judgments that become a part of the teacher's personnel file. Evaluations of this type, designed to summarize the net worth of the teacher's performance, are called summative evaluations. Summative evaluations serve organizational decision-making purposes. Decisions about tenure and merit pay may be based on such evaluations. Summative evaluations of beginning teachers serve as a means of ensuring that they have essential teaching skills. Summative evaluations may also serve to reinforce for policymakers that a quality teaching force is maintained. Other less used but perhaps potentially important purposes of summative evaluation are as a basis for teacher assignments and for the allocation of staff development funds.

A formative evaluation system provides feedback or information that encourages teachers' professional growth. The importance of formative systems is increasingly being recognized (Barber, 1985; Duke & Stiggins, 1990; Gitlin, 1990; Stiggins & Duke, 1988). Restructuring initiatives and higher standards for student achievement will continue to press teachers to take risks and try new approaches in the classroom. Student goals of problem solving, critical thinking, and collaborative learning may mean that many teachers will have to retool and rethink the way they teach. **If teachers and schools are to break out of old molds and adopt new approaches to teaching, then an evaluation system designed to encourage individual teacher growth is not a luxury but a necessity.**

To summarize, the following definitions are provided.

> **Formative evaluation**. A system of feedback for teachers that is designed to help them improve on an ongoing basis.
> **Summative evaluation**. A system of feedback for teachers that is designed to measure their teaching competence.

What is formative teacher evaluation?

It is important to try to articulate the purposes of a teacher evaluation process.

For example, a formative evaluation system can help to

1. encourage continual teacher self-evaluation and reflection and discourage the development of teaching routines that never change,
2. encourage individual professional growth in areas of interest to the teacher.
3. improve teacher morale and motivation by treating the teacher as a professional in charge of his or her own professional growth,
4. encourage teacher collegiality and discussion about practices among peers in a school, and
5. support teachers as they try new instructional approaches.

A formative teacher evaluation system is a set of procedures or methods that encourages teachers to reflect on the strengths and weaknesses of their teaching. Like any evaluation process, it has the following components:

- A focus: What is to be evaluated?
- Methods: How is the information to be collected?

The key to formative evaluation is that the context for collecting the information is not judgmental or punitive, but helpful, supportive of growth, and teacher-directed. Feedback about one's teaching can come from many sources: from peers in- or outside the school, specialists and other experts, students, parents, supervisors, and/or self-evaluation. Formative evaluation systems often focus on self-observation and peer feedback. A peer is a colleague who has no formally recognized authority over the person being evaluated but shares the common experience of teaching and, thus, is a valuable source of information on quality teaching. **Implementing a system that allows for peer review and feedback builds on the knowledge and skills of other teach-**

ers in the school. This knowledge may be the most valuable and perhaps the most underutilized resource that any school has available to help teachers improve. As one veteran teacher in a SERVE workshop on formative evaluation noted:

> From experience, I know that my most satisfying and growth-producing years as a professional were the four years I spent team teaching. The close observation of another teacher created an awareness of a whole world of techniques I was unaware of. The opportunity to be observed by another teacher in a warm, caring environment created a great sense of pride in my own abilities and my capacity for growth and accomplishment. We are too isolated in our daily work, and I feel a peer-involved formative evaluation plan would address this need directly.

Formative and summative systems are contrasted below. These differences are useful as a starting point for discussions about the purposes of evaluation and how different purposes lead to differences in the evaluation process.

	Formative	Summative
Evaluation Criteria	Teacher decides on evaluation criteria on the basis of personal interest. Teachers request feedback on the areas of their teaching they would like to improve.	Organization selects the criteria on which all teachers will be judged.
Use of the Evaluative Information	The information exchanged through the evaluation process (e.g., peer observation) is not part of the teacher's personnel record or used in any way by administrators to make judgments about teaching competence.	The district files the results of the evaluations. Teachers cannot choose to keep this information out of their files. It is the organization's right to mandate performance evaluations.
Participation	Individual teacher participation may be voluntary. That is, teachers may be offered a choice between formative and summative evaluations at certain intervals. The idea of choice is based on the assumption that self-evaluation cannot be forced on someone who is not open to it.	Participation is mandatory. Teachers cannot opt out of being evaluated if district policy mandates it.

Methods of evaluation. There are numerous sources of information about teacher performance. Classroom observations, videotapes of the classroom, portfolios of teaching materials, and student or parent surveys are some of the methods that yield information about teacher performance. The same methods can be used in both formative and summative evaluations, but the context for their use is different. For example, in a summative system, **classroom observations** by an **administrator** yield ratings of the degree to which the teacher adheres to district teaching standards or exhibits essential teaching skills. In a formative system, **classroom observations** by a **peer** yield feedback to the teacher on aspects of personal interest to the teacher.

Why not have just one system for both formative and summative purposes?

There are some examples of administrators who have been able to make one teacher evaluation system work for the dual purposes of ensuring essential teaching skills (summative) and supporting individual teacher growth (formative). However, in other situations, teachers report that one system (typically an administrator gauging teacher competence based on two or more observations) does not effectively serve both accountability and improvement (Barber, 1985; Stiggins & Duke, 1988). Some of the reasons given by teachers and administrators for why one system does not work well in achieving two purposes are described below.

1. **Administrators may not have the time to understand each teacher's situation and needs in great depth.** Administrators typically must complete annual evaluations of all teachers in the school. The process may include conferences with the teacher and classroom observations. Given the time demands involved in this process, additional time to discuss professional development needs with experienced teachers may be limited or nonexistent.

2. **Criteria used in summative teacher evaluation systems tend to represent essential but basic teaching standards and, thus, may not encourage any progression beyond this level.** Since standards on many accountability-based evaluation systems represent skills essential for all teachers, they are not the same criteria or dimensions that would be meaningful to a ten-year veteran teacher. That is, once a teacher has established his or her competence on the essential skills outlined in a district evaluation system, the criteria might prove restrictive or irrelevant to further growth. There is little incentive to step out in uncharted territory and try new methods of teaching if the old routines are safe, secure, and represent no threat to one's self-confidence.

3. **Trust between a teacher and the supervisor judging his or her competence can be strained.** Although most principals would like to be perceived as someone teachers can confide in and who can be approached for help, they are required to evaluate teachers' competence and are therefore placed in the role of judge. Accordingly, some teachers in evaluation conferences with supervisors may try to conceal difficulties they are having or other information they think might be used against them. Teachers who find it difficult to talk honestly about strengths and weaknesses with administrators are unlikely to find the evaluative assistance they need when the only feedback available is from the administrator.

Accountability and professional growth can both contribute to the development of a quality teaching staff. Teaching standards that can be applied to all entry-level teachers ensure that they meet the essential teaching standards of the district. These summative evaluations are a protection for students. Experienced teachers who have proven and

continue to prove their competence on essential teaching skills need feedback that challenges them to continue to improve their teaching. A multi-purpose system means that the sources of evaluation feedback (administrator, peer, student) and the methods for gathering performance information are selected for their appropriateness given the desired purpose (for tenure or merit pay decisions or for growth).

Figure 1 (page 6, adapted from Barber, 1985) shows how formative and summative systems might co-exist. It can serve as a starting point for discussions about how a dual-purpose teacher evaluation system might function. Local contexts will play an important role in prioritizing purposes. A district with an experienced, motivated teaching force and a school board that trusts teacher competence will likely feel more comfortable with a formative-only system, with only sporadic (once every several years) or possibly no summative evaluations, except for beginning and probationary teachers. A district that has been heavily involved in career ladder or merit opportunities may choose to design its system around summative performance evaluations of high-level teaching skills or standards. Other systems may feel that their school boards will accept nothing less for accountability purposes than annual summative evaluations of all teachers by administrators. In such situations, formative systems can be piloted as a voluntary program for teachers desiring feedback in areas of personal interest.

Will state legislation and local school boards support dual teacher evaluation systems?

Many states are relaxing their teacher evaluation regulations in ways that encourages dual-or multi- purpose systems. For example, North Carolina legislation leaves the design of teacher evaluation systems for experienced teachers to district discretion. Some districts require that summative evaluation be conducted at certain intervals (i.e., every two, three, or more years) rather than annually, which gives schools an opportunity to introduce formative systems in the "off"-years.

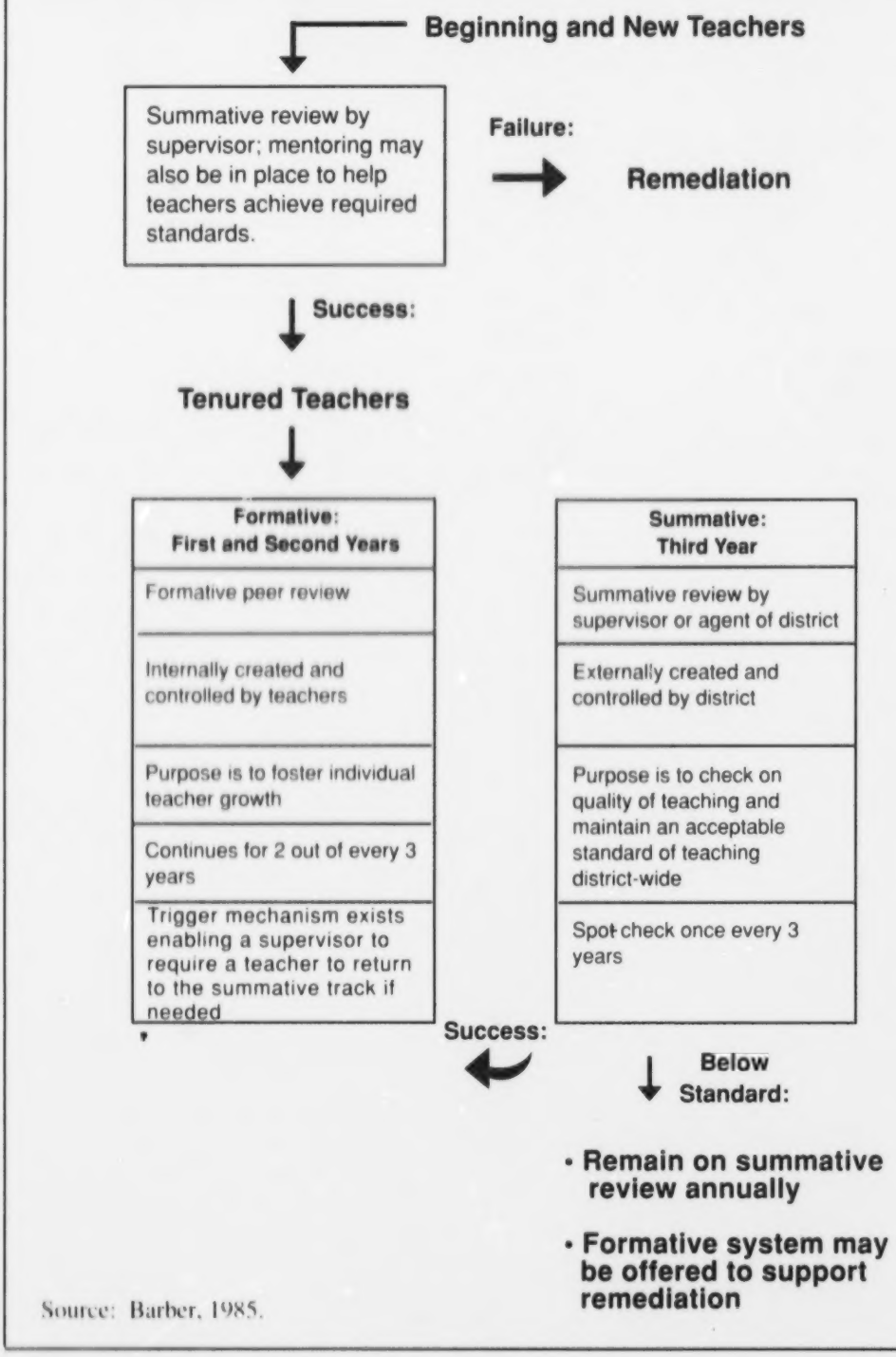
One example of a policy that is clear on the separation of formative from summative purposes comes from the Halifax (Nova Scotia) District School Board:

> [The policy] clearly emphasizes the professional and cooperative nature of teacher evaluation. Formative evaluation, which normally occurs in three out of four years, forms the basis of teacher self-improvement and development. Evaluation which is summative (i.e., results in a report which is used for employment purposes) normally occurs once every four years (Lowe, 1988).

Individuals interested in more information on the provisions for teacher evaluation systems in their states should contact their state department of education and request the most recent statutes. If the laws are unclear regarding separate formative and summative systems, educators may consider requesting approval for a dual-purpose system on an experimental basis.

Figure 1

Model Dual-Purpose Teacher Evaluation System


Beginning and New Teachers
Summative review by supervisor; mentoring may also be in place to help teachers achieve required standards.
Failure:
Remediation
Success:
Tenured Teachers
Formative: First and Second Years
Formative peer review
Internally created and controlled by teachers
Purpose is to foster individual teacher growth
Continues for 2 out of every 3 years
Trigger mechanism exists enabling a supervisor to require a teacher to return to the summative track if needed
Summative: Third Year
Summative review by supervisor or agent of district
Externally created and controlled by district
Purpose is to check on quality of teaching and maintain an acceptable standard of teaching district-wide
Spot-check once every 3 years
Success:
Below Standard:
• Remain on summative review annually
• Formative system may be offered to support remediation

Source: Barber, 1985.

Several school districts have been able to convince their school boards that formative systems are desirable. One selling point on alternating formative and summative systems for experienced teachers is that formative systems offer better returns on the investment of staff time. If a principal has limited time, he or she may be more effective working intensively on evaluations of a small number of beginning teachers or teachers who are having difficulties rather than evaluating all teachers every year, when many of those have demonstrated their competence repeatedly over the years.

Some school board members may fear that teachers in a formative system will abuse the system by focusing on trivial goals. One district in North Carolina handled this concern by agreeing to provide the school board information on the kinds of goals teachers on the "pilot" formative system chose. This information on goals chosen can demonstrate to school boards that teachers take their professional development seriously.

Chapter 2
The Who, What, and How of Formative Evaluation

Who participates in a formative evaluation system?

Career-status teachers. Formative systems can focus on career-status teachers, that is, experienced teachers who have met essential skill competency standards and need freedom to focus on the aspects of teaching in which they are least confident. Formative systems usually have some element of choice, recognizing that self-directed growth requires commitment. Formative systems can be designed with the understanding that any career-status teacher on a formative system who is judged by administrators as needing more supervision can be moved back to the summative system.

Beginning teachers. Beginning teachers are observed closely by supervisors, as tenure decisions must be based on solid evidence. Thus, these teachers must be part of a summative evaluation system. However, because of this intensive observation, teachers at this point may be even more concerned with the negative consequences of asking for help. Thus, some systems have encouraged beginning teachers to participate in formative systems in addition to the summative system that will determine their career status. In the formative system, they are free to ask for help without having to worry that information about their problem areas might be used against them. Some mentor systems are good examples of formative evaluation for beginning teachers.

Probationary-status teachers. Other formative programs have been developed that respond to the needs of teachers who are experiencing problems or are on probationary status. For example, in Alachua County, Florida, the Alachua Teacher Assistance Program assigns teacher mentors to assist peers who are having difficulty in the classroom. Through a joint agreement between the local teachers' union and the school board, a cadre of outstanding "consulting teachers" is selected by the school faculty and a district council. The consulting teachers serve two years and work with teachers who request assistance. The primary purpose of the program is to provide peer assistance with the improvement of teaching skills (Follman, Curry, & Vedros, 1993).

What methods might be used in a formative system?

Evaluation methods represent ways of collecting information about a subject. The subject might be a program, a student, or, in this case, a teacher. Observations, interviews, tests, questionnaires, ratings, journals, and portfolios are methods that can be used across many evaluative settings. This section describes seven methods that have been used successfully for formative teacher evaluation: 1) observation of exemplary teaching, 2) in-class observations by a peer or expert, 3) videotapes of teaching, 4) student achievement results, 5) journals, 6) portfolios, and 7) student or parent questionnaires or interviews.

Evaluation methods can produce quantitative or qualitative information. Numbers (such as ratings of teacher competence on a scale of 1 to 5) are often useful in evaluation because they can be communicated and interpreted efficiently, but qualitative information about how teachers are performing is also useful. For example, in order to improve their teaching, teachers might decide they need feedback from students. Students can rate their teacher's performance on some dimensions using a rating scale. The teacher examines the distributions of student responses on each dimension for information about his or her strengths and weaknesses. However, just as important are open-ended questions to students asking them how they feel about the class and what changes they would like to see. Responses to such questions are qualitative, and the information to the teacher is in each individual's responses and not in numbers.

Teachers might ask a peer to observe their teaching and provide quantitative feedback such as on-task time, wait time, or a count of the types of interactions that occurred between the teacher and students during a class period. In addition, they might ask peers to respond to open-ended questions such as those listed below.

1. Comment on the clarity of my explanations, questioning, and responses to students' questions.

2. What could I have done to better involve the students in the learning process?

3. What students, if any, seemed especially frustrated or bored, and at what points did you see these reactions?

The peer's responses to these questions (after observing a class) represent qualitative, not quantitative, information about performance. Both quantitative and qualitative feedback to the teacher can be useful in evaluation for improvement.

Sources of feedback. There are several sources of feedback on one's teaching that can be considered in designing a formative evaluation system and that are underutilized. These sources include oneself (self-evaluation), other teachers (peers), students, experts, and parents.

Although self-evaluation is critical for self-directed growth, it is much more effective when used in combination with other sources of feedback. It is very difficult to be objective about one's teaching and see one's teaching as others (with different beliefs or experiences) might see it. However, a method that is particularly well-suited to self-evaluation is videotaping one's teaching. Watching classroom interactions on videotape can be an eye-opening experience. Another method that is well-suited to self-evaluation is the analysis of student achievement in the class through standardized or other assessment information. For example, if a science teacher's goal is to improve students' skill in designing experiments, then a portfolio of a weak, average, and strong student's progress during the year provides feedback to the teacher on the quality of instruction relative to students of differing abilities.

Peer coaching and mentoring programs have recognized the value of peers as participants in the teaching improvement process. The involvement of peers is the backbone of many successful formative evaluation systems. Peer feedback systems require a great deal of trust, which may take time to develop if the peer is not already known. It may also take some time for peers to become comfortable being honest while providing feedback.

Another possible source for feedback is experts or administrators. Teachers working to infuse more critical thinking activities into their classes might choose to ask an administrator who has expertise in this area to review a portfolio of lesson plans or observe a class and make suggestions for improvement. Or perhaps the school is working with a consultant to move toward a more discovery-oriented science program. The consultant could be asked by teachers to critique sample lessons and describe their strengths and weaknesses relative to the desired approach to instruction.

Students and parents are also important sources of feedback. Students are clearly able to provide feedback on when they were bored or lost or whether they feel a teacher cares about them, all of which have important implications for motivation. Even at the kindergarten level, teachers have experienced success in getting useful feedback from students. Parents also have valuable information about the reactions of their children to teacher practices. For example, a common practice of many teachers in the early primary grades is the use of incentives for reading a certain number of books at home. Parents could provide valuable feedback about the strengths and weaknesses of this practice (e.g., what kinds of books is the child reading at home? Are easy, short books chosen so students can add to their list quickly, or do they pick books for interest regardless of length?).

Keep in mind that no one source can provide the balanced view that comes from the use of multiple sources of feedback. A formative evaluation system can blend sources of feedback with methods as shown in Figure 2 on page 10. The "Xs" highlight sources of feedback most relevant to each method. There must be an understanding of these methods so that informed decisions can be made about which ones are most appropriate for the school situation. In addition, teachers involved in a formative system will need to be trained on the methods chosen so they use them effectively.

Figure 2

Matrix of Evaluation Methods by Sources of Feedback

	Self	Peer	Expert/ Supervisor	Parents/ Students
Observation of exemplary teaching	X			
In-class observation		X	X	
Videotape of teaching	X	X	X	
Student achievement results	X	X	X	
Journals	X	X	X	
Portfolios		X	X	
Questionnaires, interviews				X

Description of Evaluation Methods

1. Observation of exemplary teaching.

The teacher observes a "master teacher" demonstrating high-quality teaching. The master teacher represents the standard against which the observing teacher can assess his or her performance. Since teachers often have limited opportunities to observe other teachers, teaching styles, or methods, observing master teachers can provide a starting point for the self-evaluation process. By observing exemplary teaching, teachers can compare their practices to those of the master teacher and develop a clearer picture of areas in which they can improve.

2. In-class observation.

A peer partner observes the teacher at work in the classroom. Conferences between the teacher and the peer prior to the observation identify what will be observed and the format for the peer's observations. The peer understands that he or she is to provide only the feedback or information requested by the teacher. Conferences after the observation are used to discuss the observations. The feedback re-

quested of the peer can be open-ended (e.g., how could I have better explained this topic?) or quantitative (e.g., average wait time between teacher questions and student responses). A variety of observation instruments exist that can be used or adapted to more closely match the desired feedback about one's teaching.

3. Videotape of teaching.

This method is very similar to in-class observations except that the teacher is videotaped rather than observed. Pre- and post-conferences between the teacher and the peer partner are conducted to focus and conclude the evaluation. The teacher reviews the videotape prior to the post-conference with the peer to formulate questions for discussion. The advantages of this method are the teacher being videotaped is not distracted by the presence of an observer; the videotapes can be evaluated by several peer reviewers; and the peer's review can take place at his or her convenience.

4. Student achievement results.

Another common approach to evaluating one's teaching is to look at the evidence of student learning. The teacher reviews student achievement results to gauge teaching strengths and weaknesses. Achievement results can be reviewed by the teacher alone (self-evaluation) or by the teacher with a chosen peer or group of peers. The assessment can be state-administered, purchased, or teacher-made. Student journals or portfolios can also be reviewed as evidence of student success on particular instructional objectives.

Examples:

- A Chapter I teacher administers an informal reading inventory at the beginning of the year, again later in the year, looks closely at students' growth over that time period, and adjusts instructional methods accordingly.

- At the end of the year, a teacher reviews the results of state-mandated tests, finds that reading comprehension scores are significantly lower than vocabulary scores, and then determines how to improve comprehension skills.

- With many states moving toward more open-ended questions as part of their testing programs, a teacher compares her students' responses on some open-ended items to those of another teacher's students. The teachers jointly agree to administer a small set of items to both their classes, develop a scoring rubric, score the results, analyze the differences between sub-groups of students in their classes, and develop an action plan to improve student performance.

5. Journals.

A narrative of experiences while implementing a change can provide insights about how to improve. Information can be recorded in a journal in two ways. If the focus is on improving the functioning of cooperative learning teams, a journal of

anecdotes or summaries about what has been tried and how the student teams have reacted might be useful. That is, the journal might contain **a descriptive account of what has happened**. Over time, this history can be shared with a peer and compared to his or her experiences. Another approach is to reflect on events, **recording thoughts or feelings** rather than the details of what actually happened.

6. Portfolios.

The teacher puts together a portfolio of materials that he or she has developed (e.g., lesson plans, instructional materials, student tests) and evaluates the quality of the products. Although portfolios can be maintained for their self-reflective value to the teacher, peer or expert reviews are more likely to produce insight into needed changes in the teaching products.

In another approach to portfolios, a teacher documents how a teaching problem has been addressed. For example, if parent involvement is an area of interest, a portfolio can list all the attempts made to communicate with hard-to-reach parents and include narratives written about the results of the efforts. This portfolio can also be shared and discussed with a peer.

As with any assessment method, the purpose of a portfolio should be established prior to compiling materials. A portfolio should contain **evidence of some specific aspect of teaching** and not function merely as a file of unrelated papers.

7. Student or parent questionnaires or interviews.

Written questionnaires or interviews can be used to obtain feedback about one's teaching from students or parents. Interviews can be structured such that all respondents are asked the same set of questions or unstructured such that questions are adapted to individual responses. Although questionnaires are more efficient, interviews enable the interviewer the opportunity to probe responses and understand reactions in greater depth.

Several sources of evaluation instruments and ideas on the above methods are included in the Annotated Bibliography on page 28.

What will be evaluated?

One of the major concerns district administrators may have in considering a move from an annual summative evaluation system to a dual system is that teachers participating in a formative system without administrative direction may select trivial areas of teaching to improve upon (e.g., their bulletin board displays). However, many teachers on peer-mediated formative systems report that they feel freer to attempt to improve their weak areas and/or try significant changes in their instructional methods when a peer is providing feedback, rather than a supervisor. Important issues involved in the selection of goals are discussed on the following page.

1. **What are some examples of areas in which teachers have chosen to improve?**

   - A special education teacher kept a year-long journal focusing on her work with Attention Deficit Disorder (ADD) and Hyperactivity Disorder (HD) students. She shared her journal entries with a peer and asked for feedback on how she could make her instruction more effective for these students.

   - A teacher wanted streamline her classroom routines so she could devote more time to instruction. A peer observed her classroom several times. The teacher and the peer reviewer met after the observations and "peer-shared" ideas on how to simplify routines.

   - One teacher focused on whole class reading instruction. A peer was asked to observe several of her lessons. The two conferred in post-conference sessions, and suggestions were made by the peer on how to strengthen instruction.

   - A middle school teacher wanted to fine-tune her cooperative learning activities with her students and initiate more integrated learning experiences. She kept a journal centered on these topics, describing various activities and the outcomes. She also read books and articles on these two topics and viewed videotapes. A peer observed her cooperative learning activities and reported back to the teacher what she had seen.

2. **Should the teacher's selection of a focus for improvement be linked to school or district goals?**

   An assumption of a formative evaluation system is that teachers are professionals and should direct their energy in areas they perceive as most important. The goal is not to make all teachers teach "by the book," but to encourage teachers to reflect on their individual strengths and weaknesses. Experienced teachers should be trusted to know what they need to improve upon.

   Nevertheless, teachers may wish to consider adopting school- or district-wide goals when they select their evaluation criteria. If teachers believe they can improve an area covered by their school's programmatic goals, they might decide to use the formative system to gauge the effectiveness of their efforts. For example, if one of the school's goals is to involve more parents in school activities, teachers might use the formative system to solicit feedback from students or parents on efforts to involve more parents. Some formative teacher evaluation systems have addressed this issue of organizational versus personal interest in goal selection by including both as goal categories. That is, teachers select an area of improvement that is of personal interest, and, in collaboration with an administrator, select a goal that supports school goals as well.

3. What about focusing on subject matter content versus teaching techniques?

Shulman (1989) argues that most teacher evaluation systems focus on teaching behaviors or processes such as classroom management, with very little if any emphasis on adequacy of content knowledge. He argues that the key to teaching is at the intersection of a teacher's content knowledge and instructional methods. Thus, peers in a formative system may be of great value in providing feedback on the effectiveness of the analogies, illustrations, examples, or demonstrations a teacher uses in trying to make a critical content area comprehensible to students. Peers can observe and comment on the instructional activities used to teach a topic and on how well the teacher conveys to students why the idea is worth knowing and how it is relevant to their lives. If a goal of education is to promote life-long learning, then teachers should work to present the "big ideas"–the major concepts or ideas–of a discipline in ways that are interesting to students. Peers can help teachers improve on this dimension.

Peers are in an ideal situation to provide feedback to a teacher on how effectively the teacher has engaged students in a "big idea," because peers are working toward the same goal. It would be difficult if not impossible for a single school administrator to have the depth of content knowledge needed to provide useful subject matter feedback to teachers across all grades and subject areas. The strength of a formative system is that it can draw upon the resources of colleagues in the school who do have the content area knowledge.

How important is it for teachers to discuss chosen areas of improvement with an administrator?

Receiving evaluative feedback on one's teaching and setting goals for improvement are dynamic, interactive processes. Evaluative feedback (for example, student evaluations of one's teaching) may help to clarify a teacher's strengths and weaknesses. Once a decision is made to focus on improving a certain aspect of one's teaching (i.e., a goal is set), then evaluative feedback relative to that particular aspect can be obtained.

Goals are expressions of improvements one wishes to make. Often goals evolve as evaluative feedback is received and discussed. Thus, the goals that a teacher articulates at the beginning of the year may change during the year. Requiring all teachers in a formative system to formally state goals at the beginning of the year and report their progress to an administrator at the end of the year may or may not be appropriate, depending on the following conditions:

1. the extent to which goals chosen by teachers are seen as either fixed or evolving

2. the time frame for the particular goal or change contemplated (e.g., two weeks for some goals, two years for others)

3. the degree to which the administrator tries to influence the teacher to work on a goal that the administrator thinks is important rather than one chosen by the teacher

4. the degree to which teachers feel comfortable sharing goals with administrators and to which goal sharing induces teachers to select less rather than more challenging goals

5. the degree to which setting challenging goals and failing to meet them is seen as positive rather than negative by administrators

6. whether information about professional goals shared with an administrator will not be used in making personnel decisions such as promotion or teaching assignments

Teachers and administrators involved in designing a formative system must confront these issues, determining whether teachers would be better served if goals and progress toward them are required to be shared with the administrator, shared only at the initiation of the teacher, or not shared at all. Administrators and teachers should work together to design a formative system to which teachers will be committed and that will truly encourage teachers to develop their potential to its fullest.

Chapter 3
Getting Started

What design questions are involved in developing a formative system?

SERVE has worked with several schools in the design of a formative system. The list of questions below arose as the design teams applied the concept of a formative teacher evaluation system to their particular schools. Thus, a first step in beginning to think about a formative system for your school might be to discuss these questions as part of a planning group.

Planning Worksheet

1. Who should be involved in designing the formative evaluation system? (Note: Although an administrator could design the system for teachers, this arrangement would likely generate less commitment on the part of teachers than a system designed and "owned" by the teachers and administrators.)

2. Who will participate in the formative system?

   Beginning teachers?
   Probationary teachers?
   Career status/tenured teachers?

3. Will participation on the formative system be voluntary?

   (Must volunteering teachers be approved by the administrator to go on a formative system? Should the criteria for approval be made explicit or left to the judgment of the school principal?)

4. What evaluation methods will be required of teachers on the formative system?

   a. Will only one method be specified (e.g., videotape review by peer) or will teachers choose several from a menu of methods?

   b. If peer review is involved, will there be a specified number of times feedback must be provided?

5. How and when will the formative process be reported to an administrator?

   a. Will there be a conference at the beginning and end of the year between each teacher and an administrator to discuss the teacher's formative plans?

   b. Will any paperwork be required for those on the formative system?

   c. How important is it for teachers to control the amount of information about their professional growth that is shared with an administrator?

6. What roles will the administrator play (e.g., selling the idea of formative evaluation to critics outside the school, facilitating resources and meetings, providing support and leadership that encourages risk-taking without fear of failing, responding to teacher requests for assistance)?

7. What kinds of resources or support might be needed (e.g., videotapes, release time to observe others, information on new practices, etc.)?

8. What kinds of training in peer conferencing and evaluation methods will be needed by participating teachers ?

9. Will a review of the formative system be conducted by its designers to identify and solve any problems?

10. Will a review be conducted at the conclusion of the initial or pilot phase of the project to provide information about the formative system to external audiences, including the school board?

Where are formative systems being implemented?

In the fall of 1991, SERVE sponsored a training workshop on formative teacher evaluation for representatives from three school systems in the Southeast. Dr. Larry Barber, from the research division of Phi Delta Kappa (PDK), directed the workshop. The two-day training covered information about formative and summative teacher evaluation systems, research on teacher evaluation, and reasons for keeping formative and summative evaluation systems separate. Dr. Barber presented an overview of peer and self-evaluation methods, then helped participants practice conferencing and videotaping skills.

The three formative teacher evaluation plans described in the following pages were developed by teams comprised of administrators and teachers at each school site. Each team received assistance from SERVE in plan development. Each plan is unique, reflecting the needs and interests of educators in three distinct school communities.

Teacher response to the new plans has been very positive. At the three sites, teachers report that their new formative plans have encouraged them to be more proactive about their own improvement.

Richland School District 2, Columbia, South Carolina

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Formative Teacher Evaluation Plan Development Team

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Why did Richland 2 develop a formative teacher evaluation plan?

Central office personnel had been uncomfortable with the traditional summative teacher evaluation system for several years because it was not meeting the needs of their tenured teachers. School administrators expressed frustration over the tremendous amount of paperwork and observation time devoted to evaluating teachers on the summative system. Teachers indicated that formally conducted observations by administrators were often a waste of time, did not address their professional growth needs, and hampered them from trying new things in the classroom.

How was the formative plan developed?

After taking part in the SERVE training in fall 1991, the development team met to design a formative evaluation plan. Team members believed that the videotaping and peer components of formative evaluation were critical to their plan. The team also wanted to keep the plan simple. To try out their ideas, they conducted a mini-pilot in spring 1992 for interested teachers at two schools. Forty teachers were trained in videotaping and conferencing techniques. Each volunteering teacher selected a colleague to work with and participated in one peer review, including a pre-conference, observation of a videotaped classroom lesson by a peer, and post-conference. The district administrator on the development team evaluated the pilot by surveying the 40 teachers involved. Results showed that teachers had positive attitudes about the plan and wanted it continued.

What are the characteristics of Richland 2's formative plan?

1. It is voluntary.

2. Only tenured teachers are eligible to take part.

3. To participate, teachers must attend a training session conducted by the development team that includes information about summative and formative evaluation systems, peer conferencing techniques, and videotaping practice.

4. Teachers are required to select an area of professional growth on which they will be evaluated by a peer, either through in-class or videotape observation. Prior to the observation, the two teachers confer about the lesson's focus; after the observation, they meet to discuss what took place and how the teacher can improve. The peer observer holds the information "exchanged" in confidence, that is, no report of the feedback is given to the principal. At all times, the teacher being reviewed is "in charge" of the process.

5. Paperwork is minimal. At the end of the school year, teachers are asked to sign a form stating that they completed the evaluation process.

6. Tenured teachers are on a three-year evaluation cycle. Teachers who choose this formative plan are required to have peer review every third year. Teachers who do not choose the formative plan have a traditional summative review every third year. For the other two years of the cycle, they are not evaluated.

How did the team gain approval for the plan?

Since the State of South Carolina allows alternative teacher evaluation instruments for tenured teachers, approval for specific evaluation plans comes from the local school district. The district administrator on the team presented the plan to the superintendent, who gave approval for the pilot phases.

How many schools are involved?

For the mini-pilot (1991-92), 40 teachers from Spring Valley and Richland Northeast High Schools volunteered for formative evaluations. For 1992-93, 100 teachers from the district's two high schools, three middle schools, and eight elementary schools participated in formative evaluation.

What problems did the development team experience and how were they resolved?

During the first year of the pilot, some teachers procrastinated on the videotaping portion of the plan and did not complete their formative evaluation completion forms on time. The development team subsequently took an active role in monitoring completion rates. Another problem was the lack of video cameras in the schools. Funds to purchase a new camera at each high school were located.

How have teachers and administrators reacted to the new plan?

The teachers involved in piloting the formative plan are overwhelmingly supportive of formative evaluation. They like getting feedback from a peer, being treated like professionals, and focusing on improvement. Videotaping is a popular component of the plan because teachers are able to analyze their work. Administrators believe the new formative evaluation plan is a more beneficial approach to the evaluation of tenured teachers and a better use of their time because they are able to devote more time to working with probationary teachers.

What is the future of Richland 2's formative teacher evaluation plan?

All 13 schools in the system will have some teachers on the formative plan in 1993-94. Formal approval from the Richland 2 School Board will be sought.

> As a result of the new formative teacher evaluation plan, teachers have an increased sense of professionalism, new relationships with colleagues, a more reflective view of teaching, new leadership roles, and improved classroom instruction.
>
> Richland 2 educator

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Formative Teacher Evaluation Plan Development Team

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Why did Franklin Elementary School develop a formative teacher evaluation plan?

School administrators were frustrated with the statewide summative evaluation system, the Teacher Performance Appraisal System (TPAS). They thought it did not fit with new teaching methods. Teachers were frustrated because they viewed the three observations in their classroom by an administrator as "something to get through." The visits were not seen as an opportunity to obtain useful feedback about teaching.

How was the formative plan developed?

After receiving SERVE training in formative teacher evaluation, the development team met to formulate a new evaluation plan for their school. In the spring of 1992, the team initiated a mini-pilot at their school. The 26 teachers who volunteered were asked to complete a self-evaluation form and a peer review cycle that included a pre-conference, an observation of a videotape, and a post-conference. At the completion of the mini-pilot, the development team asked the teachers to evaluate the program. The teachers stated that their participation in the formative plan had been beneficial, and they wanted the program continued. For 1992-93, the development team designed a formative plan, as described below.

What are the characteristics of Franklin Elementary School's formative plan?

1. It is voluntary.
2. Tenured teachers may participate. Probationary teachers may take part, but they also remain on the summative plan (TPAS).
3. Teachers must attend a training session before starting the formative plan. Training, conducted by the development team, is comprised of information about summative and formative evaluation systems, practical suggestions about peer videotaping, and recommendations for conducting a pre-conference, observation session, and post-conference with a peer.
4. Teachers choose a peer or peers to work with for the year.

5. The evaluation plan operates on a two-year cycle, with no plans for a summative review. For the first year, teachers are required to complete 1) a self-evaluation form, 2) an assessment of one of their teaching units using a written evaluation form, 3) a videotaped observation by a peer, and 4) an in-class observation by a peer. The peer reviewer meets with the teacher before and after the observation to discuss the focus. The area of focus is determined by the teacher being observed. For the second year, teachers are asked to complete only one videotaped observation for review with a peer.

6. Paperwork is minimal. Teachers sign a statement at the end of the school year indicating that they completed necessary requirements.

7. All evaluation feedback received from the peer is confidential and is kept by the teacher requesting the feedback. Neither the teacher being observed nor the peer reviewer is required to share information with an administrator. Confidentiality is viewed as essential to the peer review process.

How did the team gain approval for the plan?

North Carolina law allows school systems to develop alternative teacher evaluation plans for career status teachers. In the case of Franklin Elementary School, teachers on the development team went before the Surry County School Board in the spring of 1992 to describe their formative plan and to request that Franklin Elementary School teachers be allowed to participate in a one-year formative teacher evaluation pilot (1992-93) instead of the TPAS; permission for the 1992-93 school year was granted.

How many teachers are involved?

For the 1992-1993 school year, 42 out of the 43 teachers at Franklin Elementary volunteered to participate in the pilot.

What problems did the development team experience and how were they resolved?

Some teachers were initially reluctant to try the formative plan because they had reservations about videotaping themselves and because the formative plan was so different from the instrument on which they had previously been evaluated. The training program provided by the development team was comprehensive and practical and put teachers at ease about the process.

How have teachers and administrators reacted to the new plan?

Teachers like the peer component and the emphasis on improvement. Administrators feel that the new plan allows them to more effectively meet the needs of all teachers. They can devote more time to working with beginning and probationary teachers who remain on the summative system. They are now able to visit all teachers' classrooms on an informal basis and participate in classroom activities as a colleague rather than sit in judgment.

What is the future of Franklin Elementary School's formative teacher evaluation plan?

The development team presented a review of Franklin Elementary School's formative evaluation plan to the Surry County School Board in June 1993. The school board approved a continuation of the plan at Franklin Elementary School and an expansion of the plan at another elementary school and middle school.

> Because of the new formative teacher evaluation plan, teachers are taking charge of improvement within the classroom. Many are more willing to discuss weaknesses and work to correct deficiencies. This program has been a positive force in improving instruction.
>
> Surry County educator

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Why did two schools in Guilford County develop a formative teacher evaluation plan?

Career teachers felt that the state teacher evaluation instrument (TPAS) addressed only a portion of teaching experience through the formal observation process and failed to promote teacher growth. Administrators were concerned about the inefficiency of annually evaluating teachers who had already proven themselves competent.

How was the formative plan developed?

After SERVE training, the development team met regularly during the 1991-92 school year. The group believed that the evaluation plan should include a variety of formative methods. The group spent several months developing the plan and then formulated strategies to publicize it. The team planned a four-hour training session for interested teachers in May 1992.

What are the characteristics of Guilford County's formative plan?

1. Participation is voluntary. Only tenured teachers are allowed to substitute a peer evaluation for traditional summative evaluation.

2. In order to participate, teachers must attend a training session on formative and summative teacher evaluations, formative evaluation methods, and basic conferencing skills.

3. Teachers select a peer partner for the year.

4. Teachers must choose two formative evaluation methods in additon to a required self-evaluation assessment. The two methods are selected from the following options: videotaping a lesson, keeping a journal or portfolio, observing exemplary teaching, being observed by a peer, completing self-study materials, and surveying parents or students. At least one of the two selected methods must involve a peer.

5. Paperwork is minimal. One form, submitted to the principal at the beginning of the year, indicates the three formative methods the teacher plans to use for the year. The other form, due at the end of the school year, requires the teacher's signature stating he or she has completed the requirements of the plan.

6. The pilot project is scheduled for three years. For two years, teachers are on the formative plan; the third year they are evaluated by a building administrator.

7. Teachers initiate a discussion with the school principal at the beginning and end of the school year about the evaluation methods they have chosen and their progress in implementing them. The teachers determine how much information about growth to share with the principal. The purpose is to keep the administrator informed.

8. Teachers participating in the formative plan who do not fulfill their professional responsibilities can be placed back on the summative system by their building administrator.

9. Teachers attend three support meetings during the year to share experiences and ideas.

How did the team gain approval for the plan?

The development team presented the formative plan to district administrators in the spring of 1992. District administrators gave their approval for Guilford Middle School and Pleasant Garden Elementary School to participate in the three-year pilot beginning in the fall of 1992.

How many teachers are involved?

During the 1992-93 school year, 70 tenured teachers from Guilford Middle School and Pleasant Garden Elementary School participated in the pilot.

What problems did the development team experience and how were they resolved?

At one school, teachers had difficulty finding time to implement the peer review associated with the plan because many of them were involved with other projects. The development team offered suggestions on how to find time to complete the peer evaluations (e.g., videotaping the classroom lessons and having the peer view them at home). Some teachers were initially unclear about what was expected of them, probably due to the fact that the evaluation plan was so different from what they were accustomed to and that several methods were allowed. The support group meetings provided an opportunity for the development team to review program guidelines with participating teachers.

How have teachers and administrators reacted to the new plan?

Teachers like the freedom to select their own area of professional growth. They are particularly enthusiastic about the peer component of the plan. Administrators believe the formative model meets the needs of tenured teachers better than annual summative evaluations.

What is the future of Guilford County's formative teacher evaluation plan?

Guilford County Schools merged with two other school systems in July 1993. The merged system has a new superintendent and a new school board. At this writing, Guilford Middle School and Pleasant Garden Elementary School teachers who have selected the formative plan as a option are in their second year of a three-year pilot. The second-year plan is like the first except that the teachers select new peer partners, goals, and formative methods. In the third year of the plan, each teacher will meet with the building administrator to develop administrator, school, and instructional goals. Each teacher will keep a portfolio that reflects the goals he or she is working on for the year.

> The formative teacher evaluation plan has been a good idea. Videotaping [a teacher conducting a lesson] can become a nonthreatening tool for improvement. Working with a peer partner is helpful because we really talk about teaching as opposed to the cursory discussions with administrators at post-evaluation conferences.
>
> Guilford County educator

Conclusions

At the close of the 1992-93 school year, administrators and teachers in the three school systems where formative teacher evaluation plans were initiated reported

- greater collegiality among faculty members,
- an increased sense of professionalism among teachers,
- a willingness on the part of teachers to discuss and improve weaknesses, and
- improved classroom instruction.

Teachers and administrators who are interested in pursuing a partnership with SERVE for the purpose of developing a formative teacher evaluation plan in their schools should call SERVE at (800)755-3277.

Annotated Bibliography

Barber, L. (1985). *Improving teacher performance: Formative evaluation.* (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

This short, easy-to-read publication provides a general introduction to teacher evaluation. The nature of evaluation and the differences between formative and summative teacher evaluation and its purposes are described. Barber maintains that a successful formative system includes self-evaluation and peer review. The author introduces a model teacher evaluation system (called the Peer-Mediated system) that shows how formative and summative purposes can be separated. A version of this model appears in Chapter III of this document.

Barber, L. (Ed.). (1989). *Teacher peer coaching.* (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

This publication is a compilation of 36 articles on the research, methods, and models of teacher peer coaching. Several articles are good background reading for those interested in a peer review model of formative evaluation. Articles that describe existing peer coaching programs are particularly helpful.

Braskamp, L., Brandenburg, D., & Ory, J. (1984). *Evaluating teacher effectiveness.* Newbury Park, CA: Sage.

The author begins by defining the dimensions of good teaching and offering some approaches for evaluating teaching. The approaches described include a comprehensive description of how to gather evaluative information about teaching from different sources (e.g., students, colleagues, records).

British Columbia Teachers' Federation. (1986). *Program for quality teaching: Developing teaching practices.* (Available from British Columbia Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9.)

This booklet provides the reader with an overview of the British Columbia Teachers' Federation's peer coaching program for teachers. Topics include a summary of supervision trends, a description of the peer review model, peer conferencing skills and feedback, different classroom observation approaches, and sample classroom observation forms. Teacher testimonials found throughout the booklet strengthen an already strong argument for peer coaching.

Dornbusch, S., Deal, T., Plumley, D., & Roper, S. (1976). *The collegial evaluation program.* Stanford, CA: Stanford Center for Research and Development in Teaching. (ERIC Document Reproduction Service No. ED 228 248).

The Collegial Evaluation Program for teachers was developed at Stanford University in the mid 1970s. In this pilot program, teachers volunteered to form partnerships with peers to evaluate and improve their teaching. The purpose of the partnership program was strictly formative (to help teachers improve their teaching). This publication, available from ERIC, describes the peer evaluation process. It includes an introduction to collegial evaluation, considerations in choosing a partner, ways to obtain student feedback, sample self-evaluation forms, considerations in selecting criteria for improvement, suggestions for observations and peer conferences, and information on professional development plans.

Glatthorn, A. (1984). *Differentiated supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.

In differentiated supervision, teachers choose their own method of evaluation. The author explains why a differentiated supervision system is needed: standard supervisory practices are often ineffective; it is not necessary to provide clinical supervision to all teachers; and teachers have different needs. Chapters include descriptions of clinical supervision, collegial professional development, self-directed development, administrative monitoring, resources for differentiated supervision, and the implementation of a differentiated system.

Greensboro Day School. (1991). *Program for improvement of instruction.* Greensboro Day School, P.O. Box 26805, 5401 Lawndale Drive, Greensboro, NC 27429.

Greensboro Day School's Improvement of Instruction Program is a comprehensive dual purpose teacher evaluation plan which promotes professional growth and allows for effective evaluation of all teachers. It was initially implemented in the early 1980s. The manual describes the components of the program including 1) a self-evaluation form, 2) a remediation system for teachers who need assistance, 3) a companion teacher program in which teacher pairs meet throughout the year, 4) a peer observation form, and 5) an administrator evaluation of teacher performance (summative). Sample observation and evaluation forms are included in the manual.

Klein, K. (Ed.). (1983). *Evaluation of teaching: The formative process.* (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

The 19 articles in this volume support the notion that quality teaching is best served by a separation of summative and formative evaluation systems. Articles focus on teacher evaluation issues, teacher evaluation for formative outcomes, methods of data collection, successful teacher evaluation models, and legal issues in evaluation. Of special interest are the articles that describe formative evaluation models in schools.

Lewis, S., & Barber, L. (Eds.). (1986). *Improving your own instruction: Self-assessment and peer review.* (Available from Phi Delta Kappa, P.O. Box 789, Eighth Street and Union Avenue, Bloomington, IN 47402.)

This publication is a compilation of articles on teacher evaluation methods: peer review, self-evaluation, and hybrid evaluation methods. The reader will find the articles on videotapes, self-rating forms, and peer conferencing most informative.

McGreal, T. (1983). *Successful teacher evaluation.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book begins with a critique of the "traditional" summative evaluation system. The author then presents eight commonalities of an effective teacher evaluation system. Highlights include the separation of administrative and supervisory behavior, goal setting, classroom observation skills, and students and parents as additional sources of data.

Millman, J., & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluation.* Newbury Park, CA: Sage.

This publication is probably the most comprehensive handbook available for teacher evaluation. It is divided into three sections: purposes of teacher evaluation, methods of evaluation, and cross-cutting perspectives. Article standouts include evaluation for professional development, classroom observation strategies, teacher self-assessment, and teacher portfolios.

Robbins, P. (1991). *How to plan and implement a peer coaching program.* Alexandria, VA: Association for Supervision and Curriculum Development.

This short paperback is a practical guide on how to initiate an effective peer coaching program. It provides the reader with background information about peer coaching, selecting an area of focus, and collecting data. Also described are peer conferencing strategies and the principal's role in peer coaching.

Smith, N., & Acheson, K. (1991). *Peer consultation: An analysis of several types of programs.* (Available from Oregon School Study Council Bulletin, University of Oregon, 1787 Agate Street, Eugene, OR 97403.)

This brief document compares and contrasts four different types of peer consultation (coaching) programs: the principles of teaching or teaching effectiveness, models of teaching, reflective practice and innovation, and organizational development. Principles of teaching refer to peer coaching on specific teaching behaviors based on established theoretical principles. Models of teaching are similar, but the teacher chooses an instructional approach and follows one model. Reflective practice is not linked to a specific instructional model but focuses on the refinement of teaching for self-selected kinds of professional growth, again using peers to provide feedback. Organizational development attends to the improvement of the human relation skills of the faculty as a whole.

South Kitsap School District. (1987). *South Kitsap School District evaluation resource handbook.* (Available from South Kitsap School District, 1962 Hoover Avenue, SE, Port Orchard, WA 98366.)

South Kitsap's handbook describes their dual (summative and formative) teacher evaluation program and provides the necessary forms to make the program work. Of particular interest is the description of their evaluation plan (two year formative, one year summative) for experienced teachers. The formative model supports professional growth through goal setting, while the summative model checks for teacher competency.

Stiggins, R., & Duke, D. (1988). *The case for commitment to teacher growth.* Albany, NY: State University of New York.

The authors build an argument for a teacher evaluation system that promotes teacher growth. Case studies of traditional teacher evaluation systems are described with their weaknesses highlighted. Case studies of teachers and administrators who have participated in growth-oriented evaluations are also presented.

Weber, J. (1987). *Teacher evaluation as a strategy for improving instruction.* (Available from ERIC, College of Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.)

This 65-page document gives a thorough explanation of formative and summative evaluation models and ways they compliment each other. Other helpful chapters describe the roles of evaluators in summative and formative teacher evaluation models, teachers' evaluation concerns, and the observation process (pre-conference, observation, post-conference) associated with evaluation.

References

Barber, L. (1985). *Improving teacher performance: Formative evaluation.* Bloomington, IN: Phi Delta Kappa.

Barber, L. (Ed.). (1989). *Teacher peer coaching.* Bloomington, IN: Phi Delta Kappa.

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